

DOCUMENT RESUME

ED 239 090

CE 037 951

AUTHOR Whitney, Douglas R.
TITLE Summary of Phase One of the GED Testing Service Five-Year Review Process.
PUB DATE 2 Dec 83
NOTE 19p.; Revised version of a paper presented at the National Adult Education Conference (Philadelphia, PA, December 2, 1983).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; *Equivalency Tests; *High School Equivalency Programs; High Schools; *Objectives; *Program Evaluation
IDENTIFIERS *General Educational Development Tests

ABSTRACT

The American Council on Education (ACE) Commission on Educational Credit and Credentials adopted a plan for a 5-year review of the General Educational Development (GED) program. This review process was intended to ensure that the GED program, which operates in Canada and other countries, as well as in the United States, will address and measure the educational outcomes expected of the GED examinees for the next decade. The five phases were (1) review of GED testing program goals, (2) review of test content, (3) review of test format, (4) development and norming of new tests, and (5) preparation of new program publications. During phase 1, the ACE Commission on Educational Credit and Credentials, the GED Advisory Committee, and state and province GED administrators were polled regarding the major purposes of the program. GED examiners and adult education teachers were also polled. Respondents indicated that the program exists primarily to provide an opportunity for individuals to earn a high school credential, that the tests should focus primarily on the educational outcomes of high school instruction, that the tests should measure a broad range of educational skills from basic through advanced, that test editions should continue to be developed in languages other than English, and that an appropriate normative basis for the scores should be retained. (The survey and results are appended.) (YLB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

SUMMARY OF PHASE ONE
OF THE GED TESTING SERVICE
FIVE-YEAR REVIEW PROCESS ¹

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Douglas R. Whitney

GED Testing Service
of the American Council on Education

D. Whitney

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

From its modest beginning in 1942, as a program to aid returning service-
men and women in their transition back into the educational and occupational
mainstream following the conclusion of World War II, the GED testing program
has grown and evolved considerably. Today the program serves nearly 800,000
persons annually as a means by which they can earn a high school equivalency
credential. The program, conducted jointly by the American Council on
Education (ACE) and 69 state, province, and territory departments and
ministries of education, continues to meet the needs of persons who did not
graduate from high school at the traditional age.

The tests used in today's GED testing program are the "second generation"
of such tests. The first tests, used from the inception of the program until
1978, were built to a model focusing solely on the major and lasting outcomes
of a traditional high school program of study.² About ten years ago, the
program began a review of its tests as a means to ensure relevance. The
current "second generation" of GED Tests, introduced in 1978, is based on a
set of test specifications resulting from a review process that occurred
between 1974 and 1977.³ These tests retained the emphasis on high school
outcomes, but introduced life-like contexts into many of the test items as a
means by which many of the designated high school outcomes could be
demonstrated and also introduced many reading materials likely to be
encountered in an adult's daily life (e.g., recipes, schedules,
advertisements, and newspaper articles). The current tests, and those to be
used through 1987, reflect the current specifications. That is, no major
changes will occur in the GED Tests until 1988.

¹Revised version of a paper presented at the annual meeting of the American
Association for Adult and Continuing Education (AAACE), Philadelphia, December
2, 1983.

²See Lindquist (1944) for a description of the program's testing approach;
these first tests are described in GED Testing Service (1976).

³See Educational Testing Service (1978) for a description of the changes that
were made in the tests at this time; the current tests are described in
(Patience & Whitney, 1982).

The American Council on Education's Commission on Educational Credit and Credentials, the testing program's policy-making body, seeks to continue to produce valid and reliable tests with contemporary utility. For that reason, the Commission recently authorized the GED Testing Service (GEDTS) staff to initiate a comprehensive review of the testing program and its tests. This paper outlines the five-year review process now underway and reports on the results of the first phase of the review.

DESCRIPTION OF THE 5-YEAR REVIEW PROCESS

The American Council on Education (ACE) believes that it is important to the continued vitality and credibility of the GED program that the GEDTS periodically review its goals and test specifications. At its fall 1982 meeting, the ACE Commission on Educational Credit and Credentials adopted a plan for a five-year review process to ensure that the GED program will address and measure the educational outcomes expected of the GED examinees for the next decade. This review process began last October and will continue through 1987. In general, the review process is intended to address three major questions--the answers will provide direction for the activities of the testing program during the next decade. These three basic questions can be characterized as:

- (1) **What educational need(s) should the GED testing program serve?**
- (2) **What should the GED Tests measure?**
- (3) **How should the GED Tests be organized and administered?**

The review process includes five phases--each dealing with a distinct aspect of the program. The first three phases of the review process coincide with the three basic questions above; the last two phases involve the implementation of the results from the first three phases. Briefly, these five phases (and the approximate time span for each) are:

<u>Review Phase</u>	<u>Dates</u>
(1) Review of GED testing program goals	10/82 - 9/83
(2) Review of the test content	3/83 - 7/84
(3) Review of the test format	6/84 - 1/85
(4) Development & norming of new tests	1/85 - 6/87
(5) Preparation of new program publications	1/85 - 12/87

The results of the review process will serve as the basis for the tests to be used during the late 1980's and early 1990's. To assist in this review, we have asked GED program officials, secondary educators, and adult educators to consider the educational needs of tomorrow's adults and to contribute their analyses and suggestions for test and program revision. These ideas are being collected at meetings attended by the GEDTS staff and by a variety of mailed survey efforts. By soliciting their ideas, we feel that we can ensure that future GED Tests will reflect the proper skills and knowledge.

Phase One: Review of GED goals

In November 1982, the testing program's advisory board (the GED Advisory Committee) discussed some of the major issues related to our program goals (e.g., Should the program be primarily directed toward educational or vocational goals? To what degree should the plans of the examinees dictate test content?). Also in November, the GEDTS staff outlined the review process to an interested audience at the Annual Adult Education (AAACE) Conference in San Antonio; at that time, more than 200 adult educators were invited to participate in the first phase of the review. In January, all 69 state and province GED administrators were invited to contribute their ideas to the review of program goals by means of surveys and written analyses. Some GED Administrators also distributed phase one survey forms to examiners and teachers in their state or province. In addition, GEDTS staff conducted discussions and surveyed participants at a number of meetings of adult education teachers and GED examiners. At each of these meetings, a standard survey form (see Appendix A) was distributed to participants. Finally, as a means for bringing closure to the first phase of the review, survey forms were completed independently by members of the ACE Commission on Educational Credit and Credentials prior to its September 1983 meeting and by members of the GED Advisory Committee prior to its October 1983 meeting. (See Appendix B for a list of members of the policy-making and advisory bodies.) All opinions collected were tabulated by the GEDTS staff and the summary results for all groups are presented in Appendix C. The concluding section of this paper summarizes and discusses the survey results. The specific conclusions cited in the paper's last section were discussed with members of the Commission on Educational Credit and Credentials and GED Advisory Committee at meetings this fall. These represent the major outcomes of the first phase of the review process.

Phase Two: Review of test contents

In this phase, we will be reviewing (and, perhaps, revising) the content and skills to be included on the GED Tests. In addition to the views of program administrators and curriculum specialists, we are seeking ideas from teachers and local administrators involved in GED preparation and other adult education programs. To date, we have solicited the participation of adult educators in two ways: (1) by distributing an article and survey form for use by all adult education newsletters and (2) by distributing the article and survey forms at teachers' and examiners' meetings attended or conducted by the GEDTS staff. This survey activity will continue through December 1983; a summary will be presented at next year's AAACE meetings. In addition to these surveys, similar surveys are being solicited from all 69 GED Administrators and from all state adult education directors. Many of these individuals have or will conduct additional surveys within their states or provinces.

The major activity in phase two of the review process will consist of extensive meetings and subsequent reports of four test committees. These committees, whose members have been nominated by the national professional associations (National Council of Teachers of English, National Council for the Social Studies, National Science Teachers Association, National Council of Teachers of Mathematics, and International Reading Association), and by state adult education directors and GED Administrators will each include five-to-seven individuals with extensive experience in secondary teaching, adult

education, and curriculum development in secondary education. The committees will meet for three days in February 1984 to begin their work. Specifically, these committees will be asked to:

- (1) become familiar with the recent national studies of the high school curriculum,
- (2) consider the needs of the GED examinees, the goals of the GED testing program, and the suggestions of interested educators and employers,
- (3) review the test specifications currently used in developing the GED Tests, and
- (4) prepare a set of recommendations for revising the GED test specifications for the tests to be introduced in 1988.

Each committee will prepare, during the months that follow the initial meeting, an extensive written report addressing this charge. Once these reports are completed and integrated into a comprehensive set of recommendations for the test battery, work will begin on phase three of the review.

Phase Three: Review of the test format

As in the two earlier phases, opinions about and recommendations for the revision of the test format (e.g., number of tests in the battery, administration time, etc.) will be solicited from GED Administrators and our national policy-making and advisory boards. The opinions of GED examiners as well as teachers will be gathered by means of meetings and mail surveys. The results of these surveys will be summarized and integrated with the recommendations of the test committees. The result will be a revised and detailed test plan for use in developing the new tests. It is planned that this detailed plan will be published in January 1985; if, however, the revisions are extensive, some additional time may be required to conduct the necessary research on issues relating to the test format and administration.

Phases Four and Five: Developing new tests and program publications

The final phases of the review involve the production of new tests and program publications for use beginning in 1988. During the period that the GEDTS staff is involved in these activities (roughly from early 1985 through summer 1987), we trust that publishers will be at work making any needed revisions in their instructional materials. During 1986 and 1987, GEDTS staff will participate in a large number of statewide adult education meetings in order to distribute information and to answer questions about the new tests. The new tests will be introduced in each state during 1988 according to a schedule not yet developed. In this way, it is hoped, each teacher will have ample opportunity to evaluate the implications of any test revisions for his/her instructional strategies and choice of materials.

SUMMARY OF PHASE ONE FINDINGS

It was planned; from the outset of phase one, to ask those persons in major policy-making and advisory roles in the GED testing program to consider anew the major purposes of the program. That is, for what specific purposes does the program exist and how might those purposes be most clearly stated? Test revisions must arise from and be directly related to the purposes to be served by the tests. Accordingly, we decided that three groups of individuals (the ACE Commission on Educational Credit and Credentials, the GED Advisory Committee, and the state and province GED Administrators) should be exhaustively polled for their opinions. In addition, to provide a check on the extent of agreement, many GED examiners and adult education teachers were also polled.⁴ All surveys used the same set of 13 opinion items (see Appendix A).

GED testing program goals

During the 40-year history of the GED testing program, its goals have remained essentially unchanged. As originally conceived, the testing program was to provide testing for "...eligible adults who have not completed high school and wish to advance themselves educationally and vocationally" (Veterans' Testing Service, 1962, p.1). The primary direct use of the tests was to be "... as a basis for issuance of a high school equivalency certificate to qualified non-high school graduate adults who desire to advance themselves vocationally" (Ibid., 1962, p.1). The same early publication notes that "the test results are also used by many college admissions officers as one factor in admission of adults who wish to continue their education at an advanced level." As the program continued to serve needs beyond those originally intended (and particularly as states and provinces developed extensive instructional programs for non-military adults), the basic purpose statement evolved to its most recent form (ACE, 1981, page 1.1):

"The Tests of General Educational Development (GED) are developed by the American Council on Education (ACE) to enable persons who have not graduated from high school to demonstrate the attainment of developed abilities normally acquired through completion of a high school program of study. Eligible candidates take GED Tests to earn a high school credential which may be needed to qualify for jobs and job promotions or to qualify for further education and training. Some also want to earn a high school credential for personal satisfaction."

Over the years, many other purposes have been suggested for the program--usually as additional goals rather than replacements for the original one. These suggestions have focused on the examinees' perceived need to gain entry to postsecondary education programs and institutions, their need to obtain a job or promotion, and their need to meet the educational requirement for military enlistment. While not entirely inconsistent with the program's

⁴ Although not strictly a representative sample from these two groups, respondents represent many states. Teachers were from Arkansas, Iowa, Illinois, Nebraska, Texas, and Virginia. Examiners were from Iowa, Illinois, Minnesota, and Virginia.)

current goal, each would (if adopted as the primary goal) lead the nature of the tests to be somewhat different from their present form. (For example, if intended chiefly as a means of obtaining a job or a better job, the tests would most strongly tap those educational skills wanted by employers!) To help establish a clearer priority among these suggested and often competing program goals, survey respondents were asked to rank four statements (See Appendix A, survey items 1-4) in terms of their suitability as the primary goal for the testing program. From the results in Appendix C, where the percent of each group assigning the highest rank to each of the four statements is shown, it is clear that Commission members, Advisory Committee members, and GED Administrators overwhelmingly endorse (86%, 100%, and 79% respectively) the statement that **The GED testing program should be primarily directed toward providing an opportunity for individuals to earn a high school credential.** In effect, they thereby endorsed the current program goal statement as the driving force for consideration of the content and format of our future tests. GED examiners, adult education teachers, and others (chiefly local adult education directors) participating in the survey process showed the same preference pattern, but at slightly lower levels (74%, 70%, and 70% respectively).

Although not ranked first by a majority of respondents, the clear second choice was for a job-oriented goal. The relationship of the outcomes of the testing program to employment and job advancement goals of the examinees needs to be given attention, as well, in any test revisions.

Nature of the educational skills for the GED Tests

Historically, as tests developed to help identify individuals whose educational skills can be demonstrated to be at a level which justifies the award of an academic high school equivalency credential, the GED Tests have relied extensively on the high school curriculum as a source of educational skills to be tested. That is, the tests attempt to measure the "skills considered representative of the typical outcomes associated with four years of a traditional high school program of study" (Patience & Whitney, 1982, p.1). As a result, the relative emphases for the various content areas within each of the tests are based roughly on common high school curriculae and graduation requirements. Many interested persons, as no doubt will be evident in the 1984 summary of phase two surveys, suggest that our inclusion of items from such content areas as algebra and geometry (in the Mathematics test), physics and chemistry (in the Science test) and poetry and drama (in the Reading Skills test) should be reconsidered in light of the examinees' oft-expressed job needs. Others have suggested that many skills and much of the knowledge needed to function successfully as an adult in our society should be measured on the tests even though they are not generally the focus of specific high school classes.

Because we wished to re-examine the nature of the educational skills to be included on future tests in a more general way than the phase two surveys permit, we included four general opinion statements on the phase one survey forms (See Appendix A, survey items 5-8). These four statements, which were ranked by respondents, represent four different "orientations" that could be given to future tests; each has its proponents and precedents in existing instructional and/or testing programs. As can be noted from the summary in Appendix C, the three policy-making and advisory groups (the Commission on

Educational Credit and Credentials, the GED Advisory Committee, and the GED Administrators) evidenced modest agreement in their rankings. While 92% of the Advisory Committee members suggested a continuation of the current orientation toward high school outcomes, slightly more than half of the Commission members and GED Administrators (64% and 58% respectively) favored that thrust. However, it is still reasonable to conclude that the policy-making and advisory groups judged that **the GED Tests should focus primarily on the educational outcomes of high school instruction.** The survey results, taken together, suggest that those educational skills valuable to adults in their daily lives also be considered for inclusion, even if these skills are not ordinarily directly associated with a high school program of study. Examiners, teachers, and others groups showed even more disparity of opinion on these four statements. A majority of the latter two groups preferred that the tests focus primarily on the skills needed to survive and prosper in daily life. Somewhat surprisingly, in light of the responses to items 1-4, the educational skills needed for job success were not strongly endorsed as a primary orientation for the test items and emphases.

Level of educational skills to be measured

In recent years, GEDTS staff members have received numerous suggestions that the tests should include only those minimal set of educational skills (or competencies) that are needed for the award of the equivalency credential. These suggestions probably arise, in part, from the recognition that most examinees are concerned chiefly about whether or not they "pass" the tests (i.e., whether or not their scores meet state and province minimum score requirements). Another stimulus for the suggestions may be the recent development of "minimum competency" testing (MCT) programs in many states. Tests used in these MCT programs usually focus on a relatively small list of educational competencies whose mastery is identified as necessary for graduation. Accordingly, these tests usually involve far fewer competencies than do the GED Tests; those competencies that are included on MCTs are often more easily mastered than are some of the skills tested in the GED battery. Two considerations suggesting that the GED battery cover a broad range of educational skills, ranging from simple to complex, are: (1) one generally expects high school graduates to possess more than just the minimal set of educational skills, and (2) there is no substantial agreement, either among states or within states where minimum competencies are defined locally, on what constitutes this set of minimum skills.

The resolution of this issue will have a profound impact on the nature of the GED Tests. Specifically, the current "broad" range of educational skills results in a test battery containing many skills covering a broad range of cognitive complexity; an alternative battery, developed along the MCT lines, would contain a few skills within a narrow range of complexity.

To examine this key concern, opinion items 9 and 10 (see Appendix A) were included on the survey form. Respondents could answer "Yes" or "No" to either statement. From the response tabulations in Appendix C, it is clear that all respondent groups favored (with at least 71% and as many as 86% of the respondents endorsing) including a broad range of educational skills in the GED battery. That is, all groups felt that **the GED Tests should contain a broad range of educational skill levels (ranging from basic skills through high-level advanced skills).**

Non-English editions

For more than ten years, the GED testing program has offered tests in Spanish and French, in addition to the familiar English-language editions. These tests, originally developed for use in Puerto Rico (where secondary education is conducted in Spanish) and New Brunswick (where secondary education is conducted in French as well as in English), have been used in many other states and provinces. Because these test editions are unique (that is, they are not simply translations of the English tests and, in fact, do not use precisely the same test specifications), questions often arise about the comparability of credentials earned on the basis of these tests and of the degree to which states and provinces should use the tests as a basis for their credentials. In order to examine the consequences of more than a decade of experience with these tests, and to guide future test development activities, opinions on the continuation of these editions (See item 11) were gathered as part of phase one.

Although far from unanimous in their opinions, all three policy-making and advisory groups supported (at the rates of 71-92%) the continuation of the non-English editions (as did 74% of the GED examiners). That is, they suggested that **test editions continue to be developed in languages other than English**. Teachers and others were nearly evenly divided in their positive and negative opinions on this question--although a majority of each group (55% and 67%) favored the continuation of non-English editions.

Scores and standards

From the outset, scores on the GED Tests have been expressed as "standard scores" reflecting the achievement of national samples of high school graduating seniors. (For example, a standard score of 50 on any GED test always represents the median level of achievement on that test by the graduating seniors.) These kind of "norm-referenced" scores are similar to those used in a variety of other national testing programs. More recently, however, newly developed testing programs, especially those used to satisfy state minimum competency requirements, have used performance criteria which are based on alternative judgmental decision-making process. These two procedures are not mutually exclusive or contradictory, as is sometimes suggested, because empirical data is almost always gathered for use in the latter and because judgement is ultimately involved in some way in setting standards based on norm-referenced scores. In order to examine whether the normative nature of the current GED test scores was objectionable or should be reconsidered, respondents were asked to agree or disagree with two statements (see Appendix A survey items 12-13) presenting these two approaches to setting standards.

As indicated in the responses, all three policy-making and advisory groups strongly endorsed the normative nature of the test scores. (More than 93% of each group did so.) That is, they felt that **the passing scores should be set by relating examinee performance to some set of norms**. GED Examiners and others clearly thought so too; teachers, however, were more evenly divided in their opinions (with only 67% favoring norms). For the most part, the surveys lend support to the continuation of a normative basis (although not necessarily the current one) for scores on the GED Tests.

CONCLUSIONS FROM THE PHASE ONE REVIEW

At recent meetings, the Commission on Educational Credit and Credentials and the GED Advisory Committee addressed the issues identified for consideration in the first phase of the review process. In both cases, group members had an opportunity to review and discuss survey findings and to reach some conclusions concerning the directions along which the GED testing program should continue. These discussions led to some general conclusions about the nature of the tests for use in 1988 and beyond. These conclusions are given below. Together they represent the major outcomes of the first phase of the review process; they will function as general guidelines within which the content and format of future GED Tests will be developed. Specifically, they will represent some general "givens" within which the test committees and staff will proceed during phases two and three of the review.

In consideration of the nature and purpose of the GED testing program, the American Council on Education Commission on Educational Credit and Credentials and GED Advisory Committee have reached these conclusions concerning the nature of the testing program and of the tests to be developed for future use in the program:

- (1) The GED testing program exists primarily to provide an opportunity for persons who have not graduated from high school to earn a high school level educational credential. This primary mission suggests that the GED Tests be developed so as to include the major and lasting outcomes of a high school program of study.
- (2) Mindful of the importance that examinees attach to the attainment of this credential, especially as an aid in obtaining employment and/or job advancement, the GED Tests should also include those general educational skills most highly valued by employers.
- (3) Because it is hoped that GED examinees will be able to function successfully as adults in our society, the tests should also include those general educational skills that contribute to this end.
- (4) Because the tests should serve beyond the primary credentialing function to document the level of educational skills and to attest to the examinees' degree of general educational development, the tests should measure a broad range of relevant educational skills ranging from basic through advanced.
- (5) Because the Spanish and French editions have served to extend comparable educational opportunities to examinees in Puerto Rico and New Brunswick, as well as to non-English speaking examinees in a number of states and other provinces, these editions should continue to be developed.

- (6) Because the tests are designed to document the examinees' level of general educational attainment, in addition to identifying those eligible and not eligible for credentials, an appropriate normative basis for the scores should be retained. The opportunity for participating states and provinces to establish unique score standards for their credentials should also be retained.

Taken together, these conclusions will delimit and give shape to the considerations involved in the subsequent phases of the review process.

The precise way in which the future GED Tests will represent the major high school outcomes, and any relevant skills needed for employment purposes and adult life, is not yet determined. Which of these skills are to be included, and the relative importance given to each, will become clear as the second phase of the review is completed.

REFERENCES

- American Council on Education. (1981). Commission on Educational Credit and Credentials policy manual. Washington, DC: Author.
- Educational Testing Service. (1978). The final report for a project to develop twelve new forms of the Tests of General Educational Development and to standardize the tests nationally in the United States. Princeton, NJ: Author. (Available from the GED Testing Service, One Dupont Circle, NW, Washington, DC 20036.)
- General Educational Development Testing Service. (1976). Tests of General Educational Development brochure of information for candidates. Washington, DC: American Council on Education.
- Lindquist, E. F. (1944). The use of tests in the accreditation of military experience and in the educational placement of war veterans. Educational Record, 25, 357-376.
- Patience, W. M., & Whitney, D. R. (1982). What do the GED Tests measure? Washington, DC: American Council on Education. (Available from Contemporary Books, Inc., 180 North Michigan Avenue, Chicago, IL 60601.)
- Veterans' Testing Service. (1962). The General Educational Development testing program: Handbook of policies and procedures of operation. Washington, DC: American Council on Education.

APPENDIX A
PHASE ONE SURVEY
WHAT SHOULD THE GED PROGRAM GOALS BE?

Below are four goals that have been suggested for the GED program. Please rank each in the order of importance. (Assign rank = 1 for the most important, ..., rank = 4 for the least important.) The GED testing program should be primarily directed toward providing:

- | | <u>Rank</u> |
|--|-------------|
| (1) an opportunity for individuals to earn a high school credential. | _____ |
| (2) evidence of educational skills levels for persons seeking admission to postsecondary education programs. | _____ |
| (3) evidence of educational skills levels for persons seeking jobs or job advancement. | _____ |
| (4) evidence of educational skills levels for persons seeking admission to the military service. | _____ |

Below are four general test emphases that have been suggested for the GED Tests. Please rank each in the order of importance. (Assign rank = 1 for the most important, ..., rank = 4 for the least important.) The GED Tests should focus primarily on the educational:

- | | | <u>Rank</u> |
|--|-----|-------------|
| (5) outcomes of high school instruction. | | _____ |
| (6) skills needed to survive and prosper in adult daily life. | | _____ |
| (7) skills needed for postsecondary education and training. | | _____ |
| (8) skills needed for job success. | | _____ |
| (9) Should the GED Tests contain a broad range of educational skill levels (ranging from basic skills through high-level advanced skills)? | YES | NO |
| (10) Should the tests be limited to a set of <u>minimal</u> educational skills or competencies? | YES | NO |
| (11) Should test editions continue to be developed in languages other than English? | YES | NO |
| (12) Should the passing scores be set by relating examinee performance to some set of norms? | YES | NO |
| (13) Should the passing scores be set by relating examinee performance to some set of absolute judgments based chiefly on test content? | YES | NO |

Name _____ State _____ Date _____

NOTE:

TESTING SERVICE, ONE DUPONT CIRCLE, NW
Accompanying letters are encouraged.

RETURN THIS FORM TO DOUG WHITNEY, GED
WASHINGTON, DC 20036 BY MARCH 1, 1983.

APPENDIX B

COMMISSION ON EDUCATIONAL CREDIT AND CREDENTIALS
American Council on Education

Shirley S. Chater, Associate, Division of Academic Affairs and Institutional Relations, American Council on Education
David M. Clark, S.J., President, Regis College
Charles Desmond, Vice Chancellor, University of Massachusetts at Boston
Verne A. Duncan, State Superintendent of Public Instruction, Oregon
Kenneth R. Edwards, Director of Skill Improvement Training, International Brotherhood of Electrical Workers
Sheila Kaplan, Vice Chancellor for Academic Affairs, Minnesota State University System
James W. Kolka, Academic Vice President, Kennesaw College
Lorraine R. Matusak, Director, Kellogg National Fellowship Program, W. K. Kellogg Foundation
Richard M. Millard, President, Council on Postsecondary Accreditation
Elbert W. Ockerman, Dean of Admissions and Registrar, University of Kentucky, Lexington (Chairman)
Michael J. Pelczar, Jr., President, Council of Graduate Schools in the U.S.
David Reyes-Guerra, Executive Director, Accrediting Board for Engineering and Technology, Inc.
Judith E. Safranko, Coordinator, University of the State of New York Regents External Degree Program
Joyce A. Scott, Associate Vice President for Academic Affairs, University of Wyoming
Howard Sparks, Associate Vice President for Academic Affairs, Virginia Commonwealth University
Constance Sutton, Vice President for Professional Services, American Association of Community and Junior Colleges
Scott C. Thomson, Executive Director, National Association of Secondary School Principals
E. Jean Walker, President, Virginia Highlands Community College
Fred Wells, Assistant Vice President for Intercompany Contracts, Mountain Bell
Joan L. Wills, Director, Research and Development, National Governors' Association

GED ADVISORY COMMITTEE

Robert D. Clausen, Director, Community College Instructional Services, Oregon Department of Education
Gary A. Eyre, Executive Director, American Association for Adult and Continuing Education
Alexander Hyman, Chief GED Examiner, Washington DC Public Schools
William Langner, Division of Adult Education, U. S. Department of Education
Carnie Ives Lincoln, C. W. Lincoln Associates, New Preston, CT
Turney C. Manzer, GED Administrator, Nova Scotia
William Nelson, GED Examiner, Glen Allen, VA
Henry Obligado, Adult Education Program, New York, NY
William Clay Parrish, Assistant Director of Research, National Association of Secondary School Principals
Jane B. Sellen, Coordinator, Adult Education, Western Iowa Tech Community College
W. Steven Sellman, Office of the Assistant Secretary Manpower, Reserve Affairs, and Logistics, U. S. Department of Defense
Mary O. Short, GED graduate, Washington, DC

APPENDIX C

Summary of Phase One Survey Results
(Percent Answering "Yes" to Statement/Question)

Survey Statement/Question	Commission Educ.Credit & Credentials (N=14)	National GED Advisory Committee (N=12)	GED Administrators (N=48)	GED Examiners (N=19)	Adult Education Teachers (N=77)	Others (N=21)
The GED testing program should be <u>primarily</u> directed toward providing:						
1. an opportunity for individuals to earn a high school credential.	86%	100%	79%	74%	70%	70%
2. evidence of educational skills levels for persons seeking admission to postsecondary education programs.	0%	0%	4%	5%	8%	5%
3. evidence of educational skills levels for persons seeking jobs or job advancement.	14%	0%	15%	21%	21%	25%
4. evidence of educational skills levels for persons seeking to enlist in military services.	0%	0%	0%	0%	1%	0%

Note: The original responses to statements 1-4 were in the form of ranks. For this summary, top-ranked statements have been coded as "Yes" and the three lower-ranked responses as "No" in each set of four statements.

APPENDIX C (Continued)

Summary of Phase One Survey Results
(Percent Answering "Yes" to Statement/Question)

Survey Statement/Question	Commission Educ.Credit & Credentials (N=14)	National GED Advisory Committee (N=12)	GED Administrators (N=48)	GED Examiners (N=19)	Adult Education Teachers (N=77)	Others (N=21)
The GED Tests should focus <u>primarily</u> on the <u>educational</u> :						
5. outcomes of high school instruction.	64%	92%	58%	47%	21%	33%
6. skills needed to survive and prosper in adult daily life.	21%	0%	33%	42%	65%	43%
7. skills needed for postsecondary education and training.	14%	8%	6%	5%	8%	10%
8. skills needed for job success.	0%	0%	2%	5%	6%	10%
9. Should the GED Tests contain a broad range of educational skill levels (ranging from basic skills through high- level advanced skills)?	71%	83%	81%	78%	86%	80%
10. Should the tests be limited to a set of <u>minimal</u> educational skills or competencies?	38%	25%	25%	26%	21%	35%

Note: The original responses to statements 5-8 were in the form of ranks. For this summary, top-ranked statements have been coded as "Yes" and the three lower-ranked responses as "No" in each set of four statements. Questions 9-10 yielded "Yes" or "No" responses in their original form.

APPENDIX C (Continued)

Summary of Phase One Survey Results
(Percent Answering "Yes" to Statement/Question)

Survey Statement/Question	Commission Educ.Credit & Credentials (N=14)	National GED Advisory Committee (N=12)	GED Administrators (N=48)	GED Examiners (N=19)	Adult Education Teachers (N=77)	Others (N=21)
11. Should test editions continue to be developed in languages other than English?	79%	92%	71%	74%	55%	67%
Should the passing scores be set by relating examinee performance to some set of						
12. norms?	93%	100%	96%	95%	67%	95%
13. absolute judgments based chiefly on test content?	31%	9%	15%	28%	50%	20%

Note: Questions 11-13 yielded "Yes" or "No" responses in their original form.

Note: Samples sizes listed above each column are the total number of persons responding to the survey form; percentages, however, are based on only those who responded to the specific question.